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ABSTRACT

This paper is a collection of learning activities that can be used by social studies teachers from K-12 to enrich the social studies curriculum. Field trips and excursions are discussed as ways to utilize community resources and resource persons. Community service by various groups is suggested as a way of focusing on participatory citizenship. Focusing on field based studies introduces students to aspects of the total lifespace environment, so that they begin to understand better the composition of natural and social or human-made elements of the community. Cultural and social events allow students either to observe events happening within the context of the community lifespace, or to participate in the events directly. Social studies classes can be taken to museums, art galleries, or theaters to observe art objects or performances, or they can be involved in the creation of exhibits and displays. Students can be introduced to diverse careers and occupations found within the context of the local community. Real-to-life situations include audiovisual presentations, technology, role playing, and simulations. A section on environmental education is included, emphasizing an environmental rift that occurs when people and nature cannot coexist within the context of cooperative living habitats. In such instances, humans and nature fail to benefit mutually from their associations. (DK)

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THOUGHT ACTION NETWORK

ED 380 359

LEARNING BY DOING IN REAL LIFE AND REAL-TO-LIFE SITUATIONS

THE SOCIAL STUDIES CURRICULUM

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DOING is the name of the education game!

TERMS

DOING	Active student involvement in the learning process(es) taking place in the classroom/ school and at field-based sites/locations in the community.
REAL LIFE	Experiences gained in the context of the local community/area or beyond.
REAL-TO-LIFE	Experiences gained in the classroom/ school as a result of involvement in simulated situations (scenarios) that replicate/represent real life.
SOCIAL STUDIES	Concepts, subject matter content, and related subject-specific skills gleaned from the several social science disciplines that constitute the multi-grade program of instruction.

LEARNING BY DOING

Real Life Situations

FIELD TRIPS/EXCURSIONS

Students can be taken short distances away from the school OR for greater distances -- in order to interact with phenomena and processes found with the context of the community environment.

People, places, things and events are incorporated into the teaching/learning process, and students are encouraged to learn about/learn from phenomena found in the context of their daily lives.

Because schools cannot replicate the entirety of the community within their walls, learning encounters must be designed that enable students to extend the formal learning process to the lifespace environment.

Using field trips, teachers can introduce students to phenomena that cannot be brought into the classroom. If students are not taken on field trips - then they will never gain exposure to/understanding of phenomena.

Field trips can be used in introduce a unit of study; to reinforce classroom instruction; or to serve as an end-of unit culminating experience.

Prior to going on field trips, students can be engaged in the planning process. They can decide the types of activities that will occur at the field trip site, and design learning experiences. These experiences can be followed-up in the classroom after the trip is over.

COMMUNITY SERVICE

Students can be engaged in programs and projects that help improve the condition of segments of the community's population or enhance the quality of the lifespace environment.

Working with clubs and organizations, teachers can design learning encounters for students that will directly involve them in 'helping' - type activities.

YMCA, YWCA, BOY SCOUTS, CUB SCOUTS, GIRL SCOUTS, and other youth-oriented organizations can design community service projects and enlist the participation of social studies classes.

As noted, by this author, in a Spring 1993 article entitled "Focusing on Participatory Citizenship", citizenship is NOT acourse - but a learned way of living. (SEE PAGES 4+5)

Focusing on Participatory Citizenship

The goals of AMERICA 2000 guide parents, business leaders, and communities-at-large in creating educational programs that will help today's students.

by Richard Peters

All across this nation, local communities and state governments are designing plans to enhance the readiness of children and youth for 21st century living.

Using AMERICA 2000 goals as a guide, concerned parents, business leaders, elected officials, and communities-at-large are creating educational programs that will help today's students function as productive citizens in tomorrow's world.

AMERICA 2000's Goal III focuses on the need for students to use their minds well, so they are prepared for responsible citizenship. According to the National Education Goals Panel (1992), community service is an area of individual preparation often times not planned for in the typical curriculum.

While Austin's PROJECT A+ program emphasizes young adults being able to demonstrate social responsibility and active involvement in community service, most secondary curricula do not set such lofty goals. Too often, it is believed that good citizens happen as a result of a study of national/state history and national/state government. Knowing how a bill becomes law and how the President of the United States is elected does *not* guarantee that students will become productive members of the society and proactive citizens. Something more is needed!

Participatory Citizenship

What is needed in the school curriculum, are ample opportunities for all students to acquire and apply citizenship skills both in the classroom and within the community.

Students need involvement with citizenship skills development in all subjects – not just in social studies classes! Thus, there is a need for teacher teams to design activities and experiences that will insure that students practice good citizenship everyday – all the time. Good citizenship should be perceived, by students, as something that permeates their lives – and not something to be discussed in history or government classes. Citizenship should be defined as actions and not as the discussion of abstract theories!

Students need exposure to conflicts, issues, problems, and situations that have both immediate and long-range impact upon the lives of individuals and groups.

Students cannot remain passive onlookers in the game of everyday living. They must be trained in active involvement with processes that require commitment and individual responsibility to the betterment of the state of human affairs. They must be able and willing to right wrongs, to make critical decisions and sacrifices and contribute to the solution of perplexing social problems.

> Citizenship is not a course, but a learned way of living.

A Plan of Action

Beginning in the lower elementary grades, children need to participate in activities that focus their attention and development skills on social issues that directly affect them. They need exposure to the community-at-large and to everyday living.

By the middle school years, children and youth have become acquainted with real life situations that require action on the part of concerned citizens. They participate in community-oriented activities that require them to work cooperatively with others.

In high school, youths are involved in activities that build upon earlier experiences, and that require them to apply acquired knowledge and skills to perceived situations. For example:

- participate in community/school clean-up campaigns;
- get out the vote by baby-sitting, going door-to-door reminding individuals to vote, and driving voters to the polls;
- volunteer energy and time to peer tutoring in school, and helping adults learn to read at community centers;
- serve as BIG BROTHERS/ BIG SISTERS;
- man a crisis hotline telephone;
- write a column in the local newspaper;
- work in a hospital;
- communicate with local/area/state/national elected officials on matters of concern and interest;
- participate in walk-a-thons and bike-a-thons;
- be an advocate for some social action; and
- organize community awareness programs.

The products of PARTICIPATORY CITIZENSHIP programs are proactive individuals who act for the betterment of the group. They accept responsibility for personal behavior, and conduct themselves within the framework of the law.

Citizenship is not a course! It is not an academic exercise but rather a learned way-of-living! Citizenship skills can only be acquired and honed by actually participating in activities, both in the school and community, that require commitment, reasoned thought, and action.

Continued

Richard Peters is professor of Education, Corpus Christi State University.

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Citizenship ...

Working with community resource people, teachers can design a curriculum that provides for both subject matter-related activities and extra-curricular projects. Site-based management teams should engage the concerns and expertise of individuals and groups that function within the community. Community resource sites can become citizenship skills training 'classrooms' – as students participate in activities related to real life challenges. Such activities can enhance critical thinking, decision-making, and problem solving skills among high school students.

ECOnauts

An example of citizenship training might involve students in activities designed to enhance the quality of the environment of the local community.

As defined by this author, ECOnauts are explorers of the world(s) around them. They are researching scientists who interact with natural and social phenomena.

These nature-sensitive individuals are aware of the natural world around them; are informed about past and present conflicts, issues, problems, and situations related to natural environments; have empathy for the plight of nature – locally, regionally, nationally, and internationally; understand the characters of diverse natural environments that are nearby/close-to-home and distant/far-removed; have developed attitudes and opinions about ecology-related issues in contemporary life; perceive relationships between humans and nature; and are committed to pro-active action.

In classrooms, students would be involved in teacher team-planned activities that focus attention on conflicts, issues, problems, and situations that require citizen action.

As extra-curricular activities, ECOnaut club members would be involved in community service projects. Working with community resource people, club advisors design projects that enable students to demonstrate the ability to reason, to apply knowledge, and to solve problems.

Being a good citizen is a lifelong process involving skills development and application everyday of our lives! Citizenship is not part of the curriculum – it is the essence of the curriculum!

FIELD-BASED STUDIES

Working within the context of the community lifespace environment, students role play inquiring social scientists as they observe, collect data, analyze data, hypothesize, ponder alternative courses-of-action, and act.

Teachers of the K-12 social studies curriculum identify community resource sites that will accommodate students' inquiry. Community resource people can act as guides and/or site-based instructors.

Rather than trying to replicate aspects of the real life environment in the classroom, teachers design learning encounters that directly expose students to the origins and character of real life phenomena and processes.

Students can inquire on their own or in small cooperative learning teams. Within the context of teams, each student can be assigned a role, and can be held accountable for successful completion of assigned tasks.

By introducing students to aspects of the total lifespace environment, they begin to better understand the composition of natural and social (human-made) elements of the community.

CULTURAL/SOCIAL EVENTS

Students can either observe events happening within the context of the community lifespace OR they can participate in the events - directly.

Social studies teachers need to expand the definition of instruction to include cultural and social events -- thus enabling students to better understand the multi-cultural character of the community, and to become aware of different types of social 'goings-on' that take place in the community throughout a calendar year.

For example, students can attend a folk music festival, a festival of films from foreign lands, a folk dance get-together, and a food festival.

Participants in cultural/social events can visit the social studies classroom and discuss/demonstrate/display dress, food stuffs, music, musical instruments, etc.

As part of a cultures unit, each student identifies music, food, dress, customs, rituals, etc. related to his/her personal heritage. Reports can be developed, displays can be presented, music can be sung or played, etc.

Events of an historic nature can be observed, participated in, or recreated by social studies classes.

EXHIBITS/DISPLAYS

Social studies classes can be taken to museums, art galleries, theatres, and artists' studios to observe art objects and/or performances.

When studying sociological phenomena, students can be formally introduced to commercial products for the home, the office, the car, etc. They can also attend auto shows, camping shows, boat shows, recreational ware displays, etc.

By taking students into the context of the lifespace environment, they begin to make connections between that which is studied in the classroom and that which is taking place in everyday life.

As students of the social studies, they are able to blend social aspects of daily living with the more-academic aspects of formal studies in history, government/political science, sociology, and psychology.

Students can be involved in the creation of exhibits and displays - for others to observe and to enjoy. For example, after studying a unit on American inventors, students in a 7th grade social studies class create several replicas of noted inventions. Written reports, working models, demonstrations, lectures, etc. can be presented to other classes; to community groups; to senior citizen clubs and organizations; to parents, etc.

THE WORLD OF WORK

Students can be introduced to diverse careers and occupations found within the context of the local community.

By blending aspects of career education into the social studies curriculum, classroom teachers can begin to build perceptual bridges, within students, between the importance of formal education to one's later work life.

Students can tour factories, retail stores, wholesale facilities, mills, etc. to observe people at work, and to better understand how products are made.

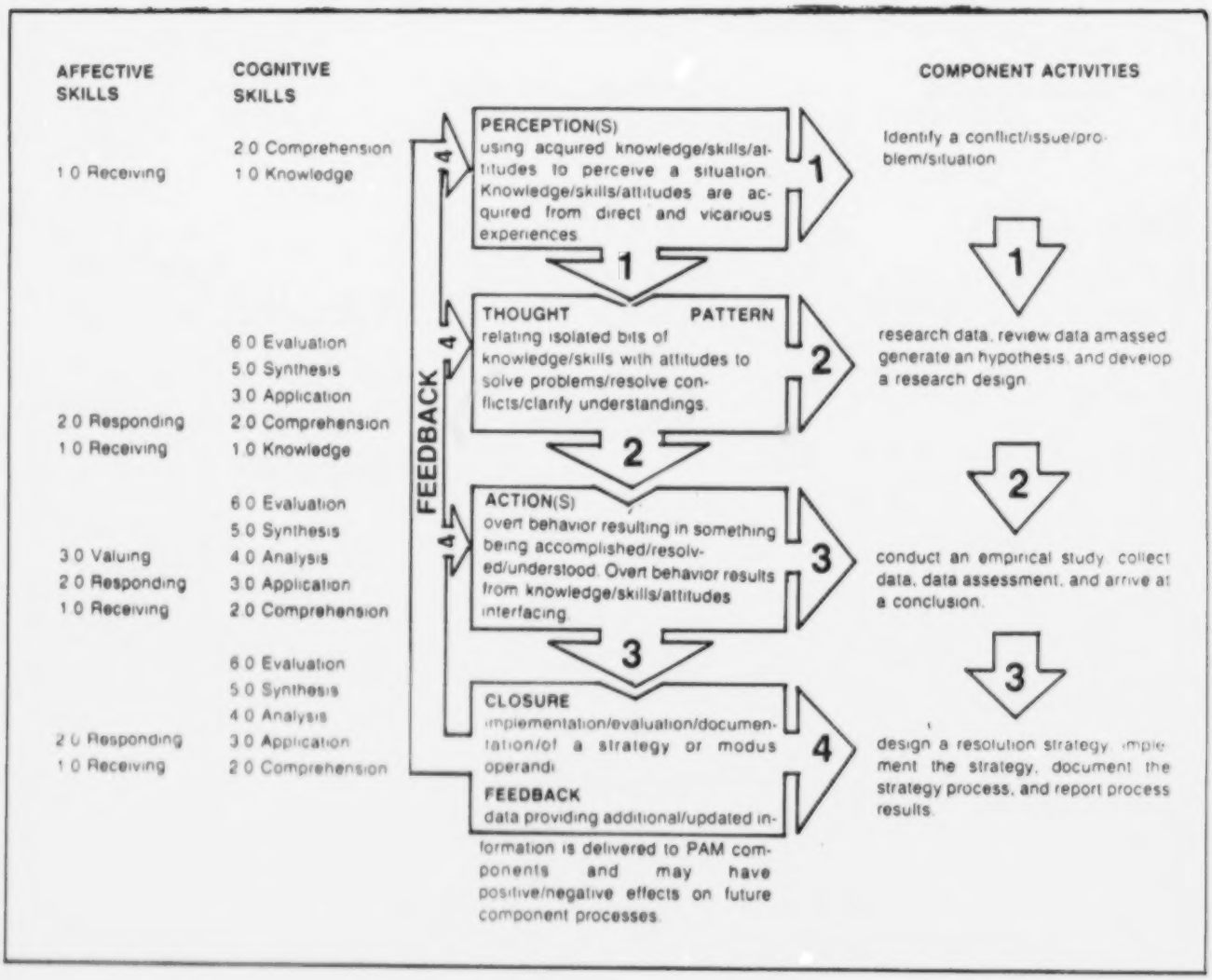
Guest speakers can discuss their careers and occupations in the classroom or at field-based sites in the community.

Students can participate in an economics unit that will focus their attention on the connection between a skilled labor force and a healthy local economy. They can also investigate how natural resources are used to produce finished good for exchange or sale.

Each student can determine how his/her parents' work relates to local production/sale of goods and services.

NOTE: PAM can be used in real life situations to analyze conflicts, issues, or problems, and to provide a basis for systematic inquiry.

PROACTIVE ACTION MODEL (PAM)



PAM is a modified 'scientific method' schema that can be used to enhance students' inquiry and discovery while nurturing intellectual skills development.

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REAL LIFE SITUATIONS: LEARNING ENCOUNTERS

There are several types of activities that social studies students can be engaged in -- for purposes of affecting their awareness/understanding of the community in which they live and prosper. For example:

- Field trips to local/area historic sites to observe and discuss the importance of these places to local/state/national history.
- Field trips to local/area factories to observe the manufacturing process, and to see people at work -- doing different tasks.
- Tours of art museums and visual displays.
- Field-based studies at community sites for purposes of observing processes/practices and/or collecting data.
- Interviews with community/area individuals.
- Student involvement in community clean-up campaigns.
- Volunteering to help those in nursing homes.
- Creating visual displays for community awareness campaigns.

Participate in political campaigns -- as distributors of pamphlets, etc.

Correspond with clubs and organizations on issues related to natural and social environments.

Write and produce plays for public presentation.

Conduct research-oriented studies in the community lifespace.

Write critiques of exhibits/displays personally experienced.

Produce audiovisual presentations re: production processes/world of work careers/occupations related to these processes.

education

DOING is the name of the game!

LEARNING BY DOING

Real-to-Life Situations

AUDIOVISUAL PRESENTATIONS

For a variety of reasons, films, filmstrips, slides, still photographs, and videotapes can be used to formally introduce students to phenomena and processes that are either distant/far-removed or nearby/close to home but unaccessable because they pose a danger to students' health and general welfare.

A combination of realistic color, sound, and motion can create vicarious experiences, for students in the social studies, that quite closely resemble direct encounters.

Captioned filmstrips and slides/still photographs can be controlled by the classroom teacher as he/she takes the time to elaborate upon graphics and to explain comments in detail.

Films and videotapes can be used to introduce students to people, places, things, events and processes that they would otherwise never experience or know existed.

Students can produce audiovisual presentations - based upon data collected in conjunction with field-based studies, field trips/excursions, and independent projects. These presentations can comprise the basis for future studies.

Writing in the April 1970 issue of Audiovisual Instruction, this author discussed the concept of a mobile classroom. (SEE PAGE 15)

AUDIOVISUAL INSTRU... 1970

THE APRIL ISSUE

The Mobile Classroom Concept

Richard O. Peters

In September 1968, Operation EPIC — the Experimental Program In Curriculum — was inaugurated at King Junior High School, Portland, Maine.

The prime purpose of this ESEA Title III project is to provide a success-oriented, activity-directed curriculum for underachieving inner city students of Maine's largest urban complex.

An integral part of the EPIC project is the Environmental Education program. Utilizing the mobile classroom concept, weekly field trips for EPIC students in grades seven, eight, and nine are conducted to increase students' awareness of the city environment. EPIC students toured 107 different community resource sites in the Greater Portland area. The assumption was made that exposure to sites related to in-class instruction would assist concept development. Results indicate the assumption is correct. Well over 70 percent of the EPIC students indicated that the field trips had helped them to understand resource sites in the community and 85 percent perceived the relationship between in-school and out-of-school activities.

A truly mobile classroom should be viewed as an educational research development and instructional unit which contains either 16mm movie or videotape production and projection equipment.

Utilizing film and/or tape equipment, EPIC field trip tours of community resource sites could be recorded and screened.

During the 1968-1969 academic year, several EPIC field trips were filmed with silent 8mm equipment. Although completely experimental, the interest in the films was evident among the EPIC teachers who had not accompanied the tour group. An extension of and elaboration upon this type of activity is strongly recommended.

Tour films and/or tapes could be used for in-class pretrip preplanning and in-class posttrip followup activities.

In addition, tour productions could be used in the EPIC teacher inservice education program. Screening the tour activities would provide the opportunity for teachers to understand the field trip program better and give them insight into what students were exposed to. EPIC films and/or tapes could also be used within the community for public relations purposes.

EPIC field trip audiovisual aids could be used by individual students or classroom groups. NonEPIC students as well would be able to retrieve a particular trip from the storage room and view it on a screen or television monitor.

The existence of a mobile classroom with projection equipment would enable the EPIC field trip staff to show films and/or tapes of forthcoming trips while enroute. This type of on-the-road presentation would arouse student anticipation and heighten interest so that the peak of intellectual and emotional involvement could be achieved immediately prior to the tour.

Videotapes of EPIC tours could be screened on the bus while returning to school, providing immediate feedback.

Aspects of this proposal have been put into effect during the 1969-1970 school year at King Junior High School. The use of still and movie equipment has increased and attempts are being made by the director of the project to procure the necessary funds to implement the proposal.

Evaluators of Operation EPIC are in full support of the proposal for a mobile classroom. In their combined opinion, an educational research development and instructional unit would help students to perceive the relationship between classroom activities and field trip experiences.

A mobile classroom would also help students understand the fact that education is not a formal process that occurs only within the walls of a traditional classroom. Exposure to community resource sites, enhanced by the use of the mobile classroom bus, can be educational and entertaining as well as activities occurring within the school.

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TECHNOLOGY

Today, computer hardware and software programs can be used in social studies classes to formally introduce students to phenomena and processes.

Software programs can provide the basis for role playing activities and can create scenarios in which students apply intellectual skills.

Technology might be used by students as an information source -- as they conduct research and develop products, e.g. reports, presentations, skits, audiovisuals.

PROACTIVE ACTION MODEL (PAM

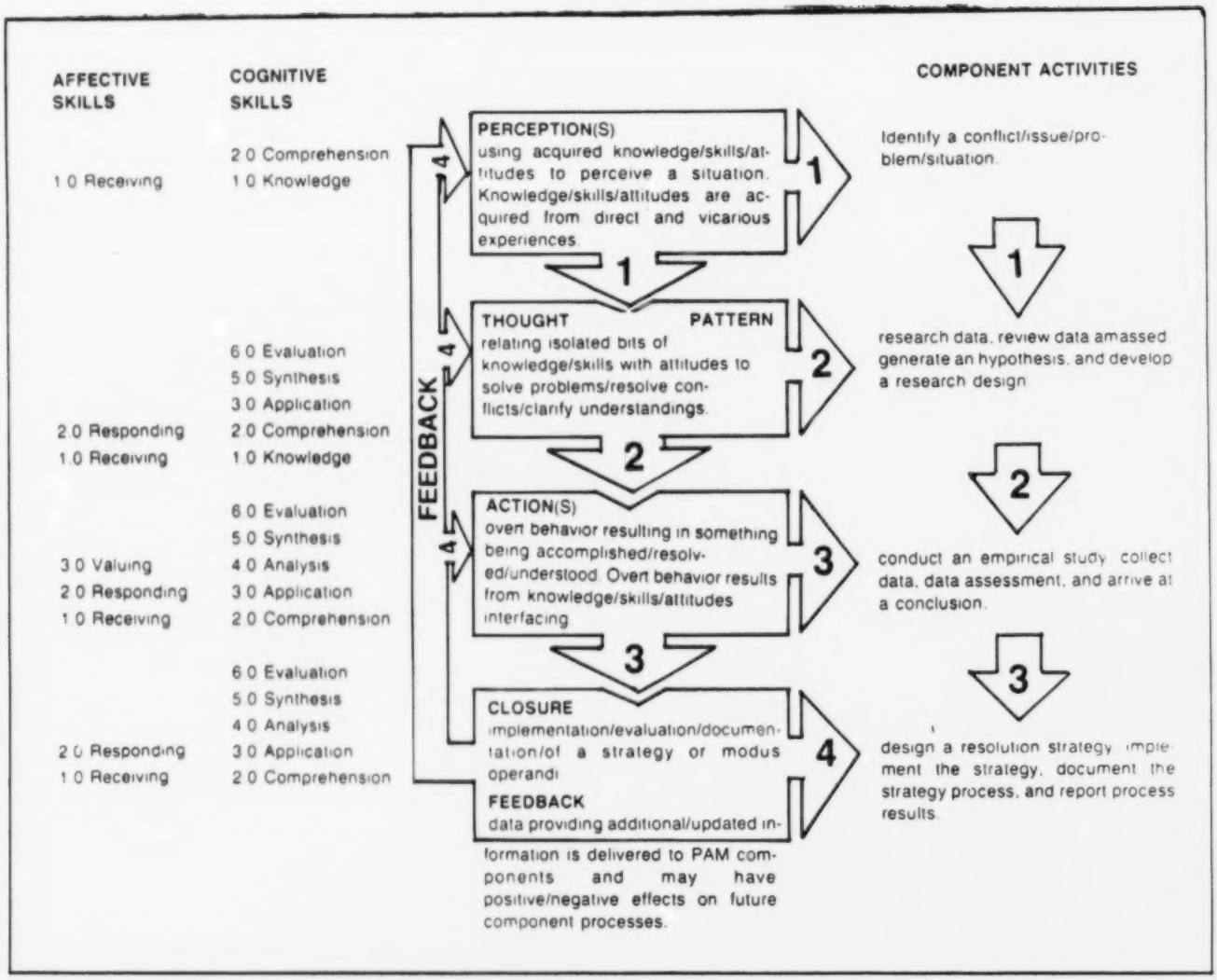
This schema can be used to involve students in real-to-life investigations of contemporary conflicts, issues, problems, and situations.

Using PAM, students role play researching social scientists. They are asked to research data for clues; to analyze data; to ponder alternative courses-of-action; to choose and develop a course-of-action; and to conduct research.

Individual students and cooperative learning groups can use PAM as a basis for inquiry and discovery in simulated (REAL-TO-LIFE) situations.

(SEE PAGE 17)

PROACTIVE ACTION MODEL (PAM)



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ROLE PLAYING

Using PAM, students can role play researching social scientists in classrooms and at field-based sites in the community lifespace.

Students can act out historic events; they can be involved in hypothetical investigations; they can be asked to seek answers to perplexing social issues; and they can present recreations of real life situations.

In cooperative learning groups, each student can be assigned particular roles to play -- in order to accomplish prescribed tasks.

In role playing situations, students confront conflicts, issues, problems, and situations that they would otherwise never confront. Thus, role playing can be used as a way to enhance students' perceptions and understandings.

In role playing situations, students begin to understand what others have felt when confronted with real life situations that need solving.

Role playing provides students vicarious experiences in real life situations/settings. Role playing gives them practice developing and applying intellectual skills. e.g., critical thinking, decision-making, and problem solving.

In role playing situations, students get to know the character of historic figures -- as they try to 'play' them in hypotheticals.

SIMULATIONS

These situations can either be totally make-believe or they can be based upon fact. In these situations, students in social studies classes participate in the recreation of historic events and situations.

In some instances, simulations can put students into situations that are make-believe and thus thrust them into an unknown realm. Spontaneous remarks and lines may be the result of such student experiences.

Simulations expose students to settings/situations that would otherwise excape them..Students may be asked to research characters and to learn lines -- for formal presentations.

Students can become involved in futuristic adventures and situations through simulations. They may be asked to apply acquired concepts/knowledge/skills to hypothetical situations -- in order to clarify issues, resolve conflicts, solve problems, and better understand complex situations.

Students can create simulation (hypothetical) situations and write scripts. They can create situations in which they, and others, research data and act to solve problems.

Students in social studies classes can incorporate that which has been learned in writing classes to the creation of hypotheticals.

Simulations can help students develop an historical perspective as they move back in time and ahead into the unknown future.

REAL-TO-LIFE SITUATIONS: LEARNING ENCOUNTERS

There are several types of activities that social studies students can be engaged in -- for purposes of affecting their awareness/understanding of the community in which they live and prosper.

It should be noted in the real-to-life situations realm that vicarious experiences can be used, in social studies classes, to introduce students to natural and social (human-made) phenomena and processes, events, and people that are distant/far-removed. For example:

- Audiovisual presentations can be used to introduce students to the geography of foreign lands and to different regions of the global environment.
- Software programs can create scenarios in which students must apply knowledge and skills to solve problems.
- Literature can be used to introduce students to others' adventures, e.g., novels, diaries, letters, logs.
- Exhibits can be used to introduce students to the arts/cultures of diverse groups.

- Using the PROACTIVE ACTION MODEL (SEE PAGE 17), students can investigate conflicts, issues, problems, and situations -- role playing researching social scientists.

- Students act out historic events -- role playing characters involved in the event(s).

- Students role play political candidates; creating party platforms, designing campaign strategies, conducting rallies, presenting political speeches, and getting out the vote on election day.

- Students conduct a mock election.

- Students conduct a mock trial.

- Students write stories depicting real-to-life events.

- Students create audiovisual presentations that depict real life events.

- Students write/produce performances that depict real life events or real-to-life events.

. Students write letters home -- telling others of their exploits and experiences.

DOING is the name of the education game!

ADDENDUM PAGES TO TEXT

(A)

E N V I R O N M E N T A L R I F T

Preparing Today's Children for 21st Century Living

NOTE: IN THIS EXAMPLE, STUDENTS ARE ENGAGED IN REAL LIFE SITUATIONS AND REAL-TO-LIFE SITUATIONS AS THEY EXPLORE THE TOPIC OF ENVIRONMENTAL RIFT IN THEIR COMMUNITY AND ON A STATE/NATIONAL/GLOBAL SCALE

STATEMENT

Writing in the Winter 1993/1994 issue of Childhood Education (p 72-73), this author stated that 'because humans and nature are inextricable entities sharing a common global lifespace, natural and social (human-made) environments are interactive and interdependent'. The author went on to state that 'humans constantly intrude upon nature. In order to successfully live in natural and social worlds, humans must understand the origins, composition, characteristics and life-sustaining processes of these worlds'.

RIFT

Environmental rift occurs when MAN and NATURE cannot coexist within the context of cooperative living habitats. In such instances, MAN and NATURE fail to mutually benefit from their associations.

As 21st century decision-makers and policy makers, today's children must understand the causes and effects of environmental rift upon MAN and NATURE.

More-and-more, we are citizens of the global community. Thus, 21st century citizens must be knowledgeable about and concerned for the plight of MAN and NATURE - worldwide.

INTRODUCTION TO LIFESPACE ENVIRONMENTS

As children and youth progress through the several grades of the formal education process, they must gain insights and understandings about the functioning of natural and social settings that are nearby/close to home and distant/far-removed.

We must design instructional programs that provide students the opportunities to:

understand the causes and effects of environmental rift;

observe and study examples of rift in-and-around the local community;

acquire subject-specific knowledge related to the natural/physical and social sciences;

participate in classroom and field-based learning encounters that nurture intellectual skills development, e.g., critical thinking, decision-making, and problem solving;

interact with phenomena and processes found in natural and social settings;

apply acquired knowledge and skills to contemporary conflicts, issues, problems, and situations involving natural and social settings.

Because school cannot replicate the total lifespace environment within their walls, learning encounters must be designed that allow students to interact with/learn from MAN and NATURE in authentic settings found within the community - region - state(s) - nation and beyond.

A STUDY OF HISTORY

A starting point for middle school students - in the process of understanding causes and effects of environmental rift - is the study of MAN's intrusion upon NATURE through the centuries.

Human population growth has often times had a negative effect upon Earth's carrying capacity.

Farming and other agricultural endeavors, as well as deforestation practices, have often times has a negative effect on natural settings and related processes.

The growth of human settlements, in number and size, and MAN's dependence upon natural resources for economic prosperity often

times have had a negative effect upon NATURE.

The establishment of overland trade routes and transportation routes have enabled MAN to intrude upon NATURE's most-remote regions.

The creation of urban centers have often times meant that natural settings have been dramatically altered.

Wars have brought devastation to the landscape, wildlife, and vegetation.

SAMPLE ENCOUNTERS

Students can gain direct and vicarious exposure to natural and social settings through classroom- and field-based experiences.

CONCEPT	DEFORESTATION
GOAL(S)	STUDENTS WILL:
	understand the causes and effects of clear cutting practices;
	understand practices to manage forest resources.

ENCOUNTERS	Audiovisual presentation will be used to introduce students to examples of deforestation, worldwide. Students will select/read accounts of deforestation throughout history. Students will tour area sites to observe and study deforestation. Guest speakers and tour guides will discuss alternatives to massive deforestation, e.g., selective cutting and reforestation. Students will design community awareness campaigns. Students will participate in community service projects. Students will write letters to the editor of local/area newspapers.

CONCEPT	POLLUTION
GOAL(S)	STUDENTS WILL: understand different types of pollution, e.g., air, water, noise, and sight. understand the human-made causes of environmental pollution. understand the natural causes of environmental pollution. understand that MAN can reduce/eliminate environmental pollution.
ENCOUNTERS	Audiovisual presentations will be used to introduce students to examples of environmental pollution, worldwide. Students will read about pollution. Guest speakers will discuss the topic. Students will visit field-based sites to observe causes/effects of pollution.

Students will conduct research studies at selected sites and collect samples for later classroom/laboratory study.

Students will create audiovisual reports.

Students will write stories and skits dealing with the causes/effects of pollution.

Students will create bulletin board displays.

Students will participate in community clean-up campaigns.

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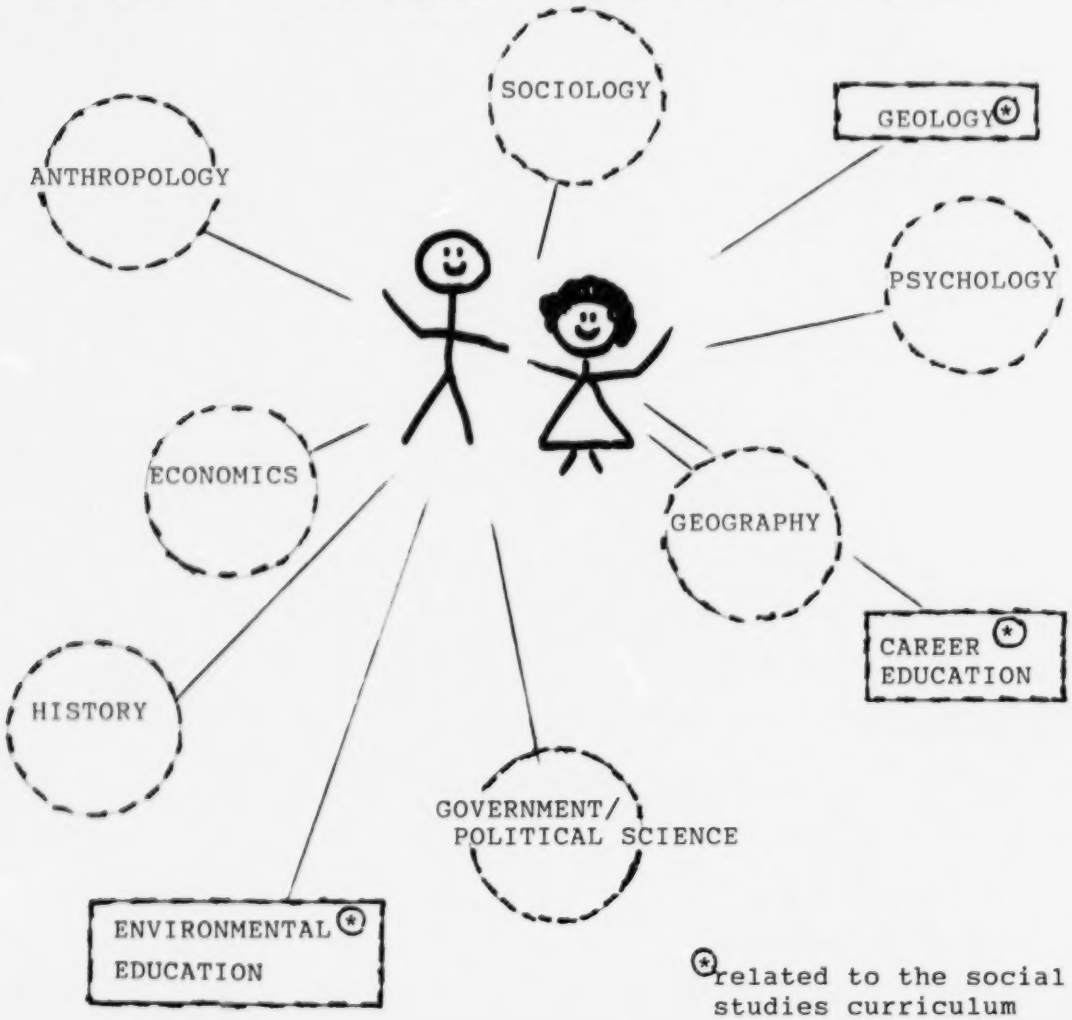
(B)

NATURAL/SOCIAL PHENOMENA AND PROCESSES: REAL LIFE SITUATIONS

Students in social studies classes can be directly exposed to phenomena and processes that are nearby/close to home -- as part of subject instruction and subject-related skills development.

The K-12 social studies curriculum should be designed to include encounters that address the concepts/content/skills related to each social science discipline.

Thus, through direct experiences, students interact with the several social science disciplines, and begin to connect the intellectual and academic importance of one to others.



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FIELD-BASED INQUIRY - EXPLORING THE COMMUNITY

RELEVANCE is the key to successful learning and assessment. Students must readily 'see' the relationship of that which is learned in the formal education process to everyday living. Field-based inquiry connects the abstract notions of the classroom with the real world of the community that surrounds the school.

For science to become important in the lives of students - it must be learned and applied in authentic surroundings to conflicts, issues, problems, and situations that confront students and their families. Useful (PURPOSEFUL) science is that body of knowledge and related skills that can be immediately and continuously applied to events in students' daily lives.

At field-based sites, students are provided opportunities to explore, discover, and theorize. For those students who prefer tactile experiences, there are ample opportunities for hands-on activities -- while kinesthetic learners move about and sample an array of phenomena and processes.

Visually-oriented learners can use graphic media devices to record data and impressions on film or video tape -- while auditory learners take in the sounds of the area.

Field-based sites can be found in both natural and social (human-made) settings. A blend of the two provides students with a holistic perspective of their immediate lifespace environment. In the process of discovering the characteristics, phenomena, and events of each sphere, students begin to develop a sense of

interrelationships and interdependence. MAN and NATURE are inextricably connected!

Members of Learning Enhancement Teams (LETs) should design field-based learning encounters around behavioral or performance-based objectives. In this way, students can demonstrate the degree of learning that has taken place. Learning should involve a four-stage process: KNOWLEDGE AND SKILLS ACQUISITION; KNOWLEDGE AND SKILLS APPLICATION; KNOWLEDGE AND SKILLS REINFORCEMENT (continuous application in new/diverse situations), and KNOWLEDGE/SKILLS REFINEMENT (demonstrated mastery/proficiency at some agreed-upon level of performance).

Students need to be assessed the way they learn! At field-based sites, they must be allowed to apply preferred learning styles (Dunn and Dunn) and combinations of multiple intelligences (Gardner) as they choose from among an array (menu) of activities/experiences those things that interest them the most, and that motivate them to inquire and achieve.

THEME	NATURAL PHENOMENA
GOAL(S)	to acquaint students with natural settings within the community.
	to introduce students to site phenomena and processes.
	to allow students to explore and inquire alone and in small groups.
	to allow students to experience natural settings through the several senses.
	to allow students to acquire/apply knowledge and subject-specific skills.

MENU	(1)	Students collect samples of site flora - to be grown/studied in the classroom/laboratory.
	(2)	Students collect rock/mineral samples.
	(3)	Students record site data on film and/or video tape.
	(4)	Students record site noises on audio tape.
	(5)	Students map the site - noting landforms, contours, vegetation, and physical dimensions.
	(6)	Students sketch site scenes and objects.
	(7)	Students take soil samples - for study in the classroom/laboratory.
	(8)	Students take water samples - for study in the classroom/laboratory.
	(9)	Students collect fallen leaves.
	(10)	Students collect fungi and bark from fallen trees.
	(11)	Using still photography cameras, students take prints/slides of flowers and vegetation.

The PROACTIVE ACTION MODEL (PAM) can be applied to field-based experiences/processes as well as to classroom/laboratory-based instruction.

ASSESSMENT. As a result of interacting with natural phenomena at the field-based site, students will demonstrate their depth of knowledge and understanding by:

OUTCOMES	(1)	Site flora is grown in terrariums. Daily observations are kept in logs. REPORTS ARE DEVELOPED.

(2) Rock/mineral samples are displayed. REPORTS ARE DEVELOPED.

(3) Creating audiovisual presentations that display site scenes along with authentic sounds. NARRATIONS CAN ACCOMPANY THE PRESENTATIONS.

(4) Maps of the site are displayed. REPORTS ARE DEVELOPED.

(5) Organizing a display of original art work - depicting site scenes and objects.

(6) Creating poems and short stories that depict site scenes and objects.

(7) Soil samples are displayed. REPORTS ARE DEVELOPED.

(8) Water samples are displayed - along with displays depicting ground water, the water table, sources of pollution. REPORTS ARE DEVELOPED.

(9) Leaves are displayed. REPORTS ARE DEVELOPED.

(10) Fungi and tree bark are displayed. REPORTS ARE DEVELOPED.

(11) Creating visual presentations depicting wildflowers and vegetation. NARRATIONS CAN ACCOMPANY THE PRESENTATIONS.

(12) Creating bulletin board displays of site phenomena and processes.

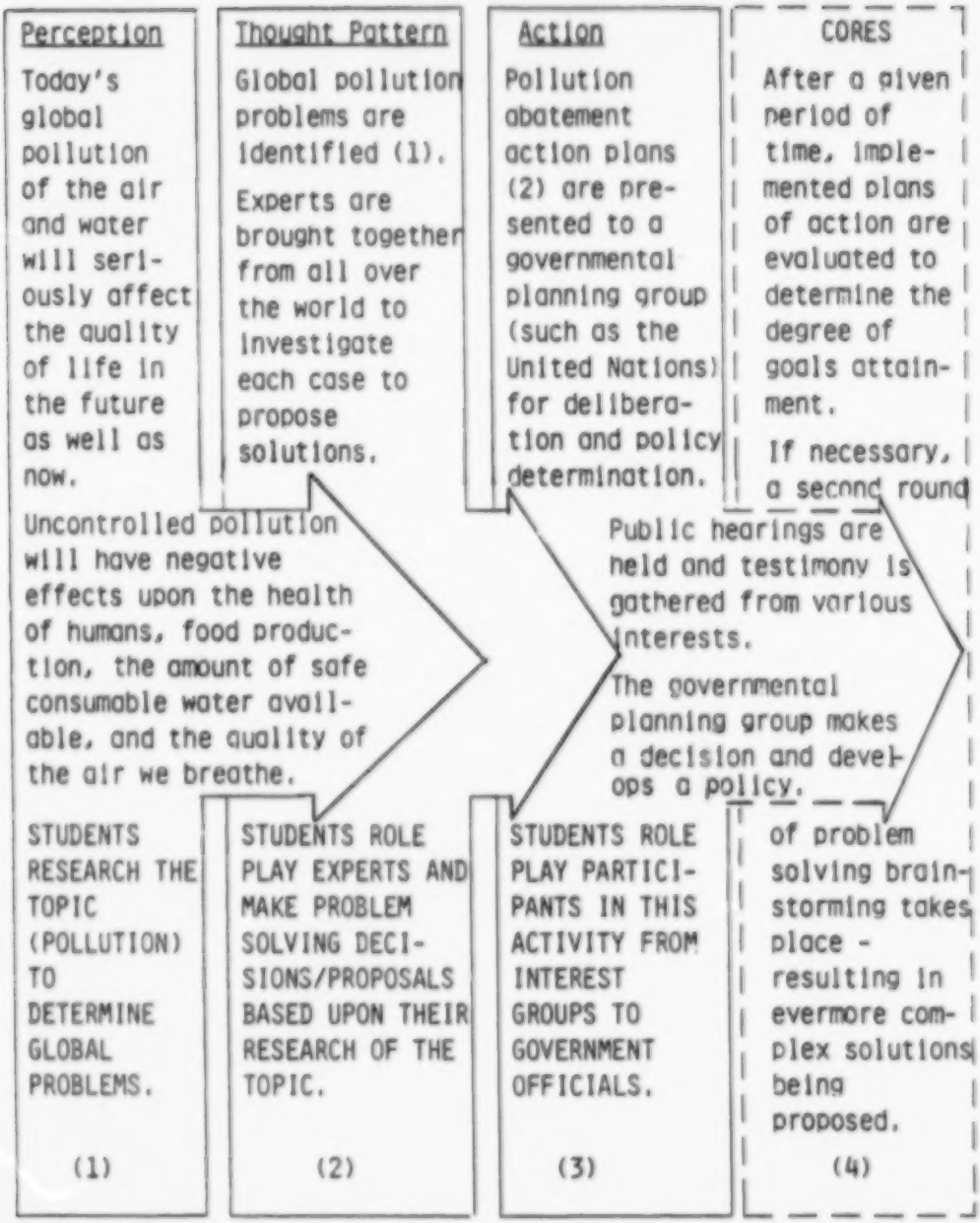
(13) Creating bulletin board displays of students' activities at the site. CANDID PHOTOGRAPHS OF INDIVIDUAL/SMALL GROUP ACTIVITIES ARE DISPLAYED.

(14) Table top diaramas depict the landforms, contours, and phenomena of the site(s). REPORTS ARE DEVELOPED.

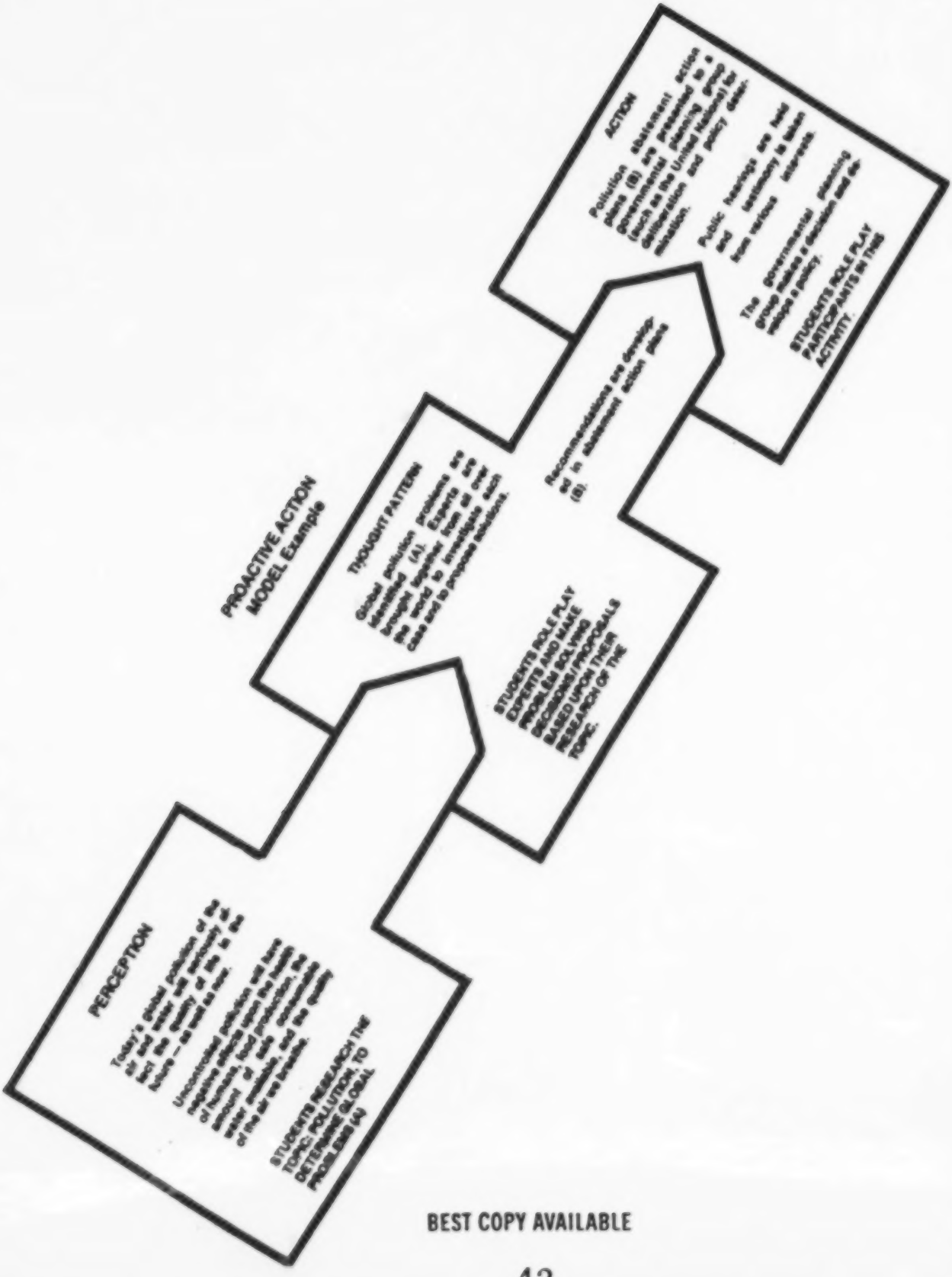
Authentic assessment at field-based sites, in classrooms, and during laboratory sessions is possible with behavioral or performance objectives because students do things. They explain; they demonstrate; they act out scenarios; they share research information; they express themselves in artistic manners; and they carry out the functions of researching natural/physical scientists.

More important than acquiring knowledge and skills is the ability to apply that knowledge/those skills in diverse learning encounters and in everyday living.

PAM Model Example


Perception
Today's global pollution of the air and water will seriously affect the quality of life in the future as well as now.
Thought Pattern
Global pollution problems are identified (1).
Experts are brought together from all over the world to investigate each case to propose solutions.
Action
Pollution abatement action plans (2) are presented to a governmental planning group (such as the United Nations) for deliberation and policy determination.
CORES
After a given period of time, implemented plans of action are evaluated to determine the degree of goals attainment.
If necessary, a second round
Uncontrolled pollution will have negative effects upon the health of humans, food production, the amount of safe consumable water available, and the quality of the air we breathe.
Public hearings are held and testimony is gathered from various interests.
The governmental planning group makes a decision and develops a policy.
STUDENTS RESEARCH THE TOPIC (POLLUTION) TO DETERMINE GLOBAL PROBLEMS.
(1)
STUDENTS ROLE PLAY EXPERTS AND MAKE PROBLEM SOLVING DECISIONS/PROPOSALS BASED UPON THEIR RESEARCH OF THE TOPIC.
(2)
STUDENTS ROLE PLAY PARTICIPANTS IN THIS ACTIVITY FROM INTEREST GROUPS TO GOVERNMENT OFFICIALS.
(3)
of problem solving brainstorming takes place - resulting in evermore complex solutions being proposed.
(4)

(E)


PROACTIVE ACTION
MODEL Example
PERCEPTION
STUDENTS RESEARCH THE TOPIC: POLLUTION: TO DETERMINE GLOBAL
THOUGHT PATTERN
STUDENTS ROLE PLAY EXPERTS AND MAKE PROBLEM SOLVING DECISIONS/PROPOSALS BASED UPON THEIR RESEARCH OF THE TOPIC.
ACTION
STUDENTS ROLE PLAY PARTICIPANTS IN THE ACTIVITY.

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(F)

COMMENTS

education

DOING is the name of the game! There is no adequate substitute for direct student involvement in THEIR education -- as they progress through the several grades.

Close to home, students can directly interact with people, places, things, events, and processes that make-up the lifespace environment.

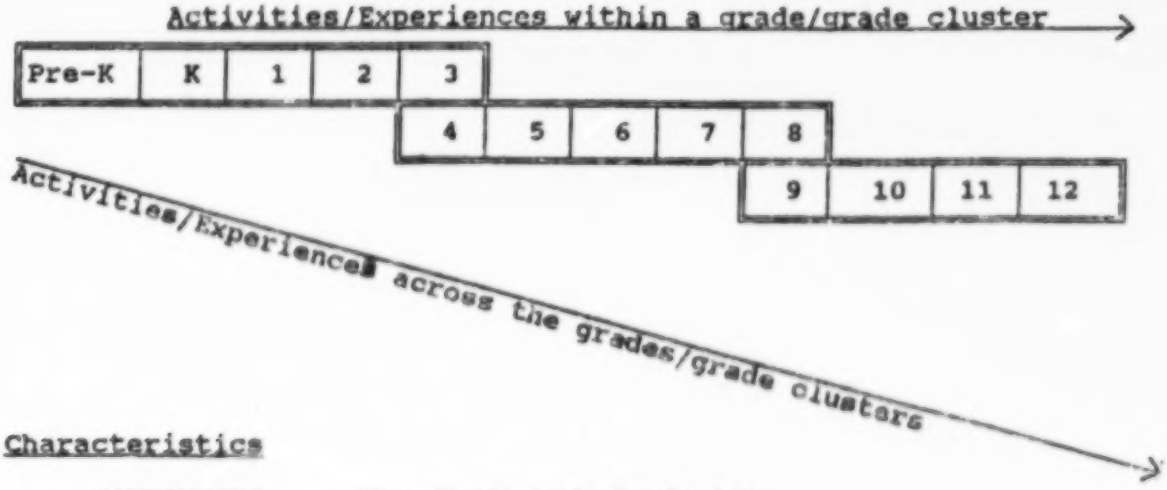
For those people, places, things, events, and processes that are distant/far-removed, real-to-life (vicarious) experiences can provide exposure, and have an impact upon perceptions and understanding.

Whether real life (DIRECT) or real-to-life (VICARIOUS) in nature, diverse learning encounters can have an impact upon students' concepts/knowledge/skills development in social studies education.

To allow students to be passive; that is, to allow them to decide not to get involved in learning encounters, is to allow them to decide what is important for them. In most instances, students do not have the proper frame of reference (experiences) or insights to know what is best for them now -- and in the years ahead. Formal education (programs) must provide this direction and guidance.

(G)

A CURRICULUM SCHEME TO ENHANCE PROGRAM DELIVERY, TEACHING, AND LEARNING



Characteristics

CONTINUOUS (Pre-K through Grade 12)

INTEGRATED (concepts, knowledge, and skills that are both discipline-specific and universal across the curriculum are blended into a holistic approach to teaching and learning)

SEQUENTIAL (developmental; age/ability/grade appropriate)

Concepts/knowledge/skills *acquired* in a given grade/grade cluster are *applied*, *reinforced*, and *refined* across the several grades/grade clusters.

Attention must be paid to students':

- preferred learning styles;
- multiple intelligences (Howard Gardner);
- prior learning and experiences;
- native abilities;
- attention spans; and
- intellectual, social, emotional/psychological, and physical development.